

BMR- Module 2 – Identifying gifted students

What does Gagne mean by chance elements?

The chance factor that Gagne describes, represents the degree of control that talentees have over environmental factors. Therefore our natural abilities are affected by intrapersonal factors. These are traits such as handicaps (physical) and personality (mental.) These are also goal management related such as awareness, motivation and volition. Finally our family (individuals) and social (milieu) and the provision the school or family provide contribute to our environmental chance.

Give examples of possible chance factors under the following headings:

Developmental process

- Is a specific curriculum offered for gifted and talented students? (DAC)
- Has the student been spotted by the teacher or coach? (DP)
- Are scholarship opportunities available to the student? (DP)
- Have any personal events such as death, love, or accident affected the student? (DP)
- Is there time, money or some available and willing to help the student? (DI)

Intrapersonal catalysts – physical

- Is the student an attractive? (will they be noticed, recognised)
- Is the student displaying any ethnic or racial traits? (that means they will not be identified)
- Does the student have any handicaps? (that means they will not be identified)

Intrapersonal catalysts – physiological

- what is the student's temperament (their hereditary disposition)?
- what is the student's personality?

Environmental catalysts- macroscopic

- does where I live depend on the provision for me?
- is it socially accepted to be gifted or talented?
- does my culture value gifts and talents?
- will someone from my 'larger' family recognise my gifts/talents?
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Environmental catalysts – microscopic

- what kind of program is offered, if any, and will it cover my needs?
- does the teacher or coach know how to cater/provide for my needs?
- how will I be provided for (pull-out class, full-time ability grouping, acceleration, early entrance to school.)

Which factors do you have some influence over?

- Providing a curriculum that caters for gifted and talented students needs.

- Training teachers or choosing training so they/you are knowledgeable about gifted and talented students.
- Identifying gifted and talented students.
- Understanding gifted and talented students needs.
- How that student may be provided for.
- If curriculum and/or training is not available from school: communicating that need to senior management, finding other training.
- Communication with parents/community.

What implications does this have for schools, classrooms and educators?

Schools

- Schools are responsible for offering an appropriate education for all students. They must offer learning for every student.
- Schools must provide training for staff so that they can cater for gifted and talented student's needs.
- School must consider how their program for GT will be managed- do they need a co-ordinator/specialist teacher to lead the program.
- Parent-School links will ensure better communication about how the child is being developed in and out of school time.

Classrooms

- Classrooms must be dynamic environments that cater for all student's needs.
- Lessons must be adequately differentiated to meet individual pupil needs each year.
- Opportunities for the student to engage in activities that continue to develop the GT student gift/talent must be sought and be available in whatever means possible.

Educators

- Teacher must realise they have a duty to teach all students and therefore must be willing to offer learning opportunities for all.
- Teacher must be willing to learn and extend their practice through training.
- Teachers must be willing to learn about how to identify GT students.
- Teachers must be willing to learn about how to provide for GT students.
- Teachers must be willing ask and consult others to help with GT issues such as identification and provision.
- Teachers must value parent-teacher communication as a tool of understanding more about GT students.